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Ensuring continuity of learning for sustainable development

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Abstract

From the point of view of the problem that is solved in this study, it is significant that the features of the activity of environmental technicians are the search for harmony in the natural world and understanding their own position in relations with it. In school age, aesthetic, contemplative perception of nature is especially expressed, the relation to which has an object character. Interaction with the natural world is carried out on the basis of mastering the technologies of aesthetic development of natural objects, namely the manifestation of sensual and aesthetic susceptibility to them; individual semantic evaluation of their life states; emotional responsiveness in situations of communication with them; and, finally, in the ability to find a cultural form of preservation and expression of their impressions of these objects (in drawings, poems, photographs, music). Therefore, it is advisable to note the role of excursions to nature, during which students through emotions can feel the beauty of nature, its uniqueness; there is an enrichment of the principles of responsible attitude to nature and the development of environmentally competent behavior. It is necessary to focus attention on the fact that adolescence is associated with the formation of such personal qualities as responsibility, perseverance, thrift, goodwill, self-criticism, readiness to perform a variety of tasks on which the result of harmonious interaction with nature and the formation of ecological culture depends. The author shares the view that the purpose of modern professional education is to adequately prepare environmental technicians to carry out rational activities aimed at protecting and improving the state of the natural environment, preventing civilizational threats and solving global environmental problems associated with human activities.

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Introduction

An integral element of the motivational component is educational motivation. S. Zanyuk considers motivation as a set of motivating factors that determine the activity of the individual, which include motives, needs, incentives, situational factors that determine human behavior.

According to Bozhovich, training motivation is determined by the educational system, educational institutions, organization of educational process, the subjective characteristics of students (age, gender, intellectual development, abilities, self-esteem, interaction with other participants of educational process), the subjective features of the teacher, in particular the character relevant to the student's specific academic discipline.

Motivation of educational activity has incentive, organizing and meaning-forming functions, leading among which is the meaning-forming. In addition, educational motivation depends on objective and subjective factors. It is possible to carry to objective features of system and actually the educational institution, features of the organization of educational process, structure and character of teaching collective. Subjective factors include age, gender, ability, level of claims of the one who studies [Zashchirinskaya, 2010].

Educational motives as a system of relations to various aspects of the educational process includes various aspects of environmental needs, interests, social attitudes that interact with each other. They act as ways to achieve the goal, the activation of cognitive activity of the individual in the process of studying courses of environmental orientation, contributing to the design of its life positions, respectively, to universal, including environmental values. Under the influence of motives effective-volitional manifestations of personality and behavioral form of attitude to nature as a value are formed.

Value component of ecological culture

Value orientations are selective, relatively stable system of orientation of interests and needs of the individual, focused on a certain aspect of social values.

Ecological values are a necessary condition for understanding the essence of nature, as well as a reason for rethinking one's own behavior in relation to nature. The idea of G. Tarasenko is important, he believes that without an understanding of nature as a value, any activity in relation to it acquires an ordinary-utilitarian character. Formation of values of the person occurs in those spheres of activity in which it self-affirms as a result the positive attitude to environment is provided.

In our opinion, L. Lukyanova's reasoning about the role of value-oriented environmental knowledge, contributing to the awareness of the universality and vital importance of nature is important. Understanding that nature is an indispensable source of human well-being is possible only if you master this knowledge.

A. Vishnevsky refers to environmental values: awareness and experience of their unity with nature, careful attitude to all life on Earth, careful and economical attitude to natural resources, and participation in environmental activities.

The basis of formation of value of ecological culture of the person is a combination of ecological education, education, consciousness and practical activity.

Environmental education can be considered effective if it is used to form the motives, readiness for environmental activities, environmental knowledge, which form a value attitude to nature and on which depends the ideological position of the individual [Chernigovskaya et al., 2016].

The content of the concept "value" was considered by V. Vasilenko, D. Leontiev, E. Podolskaya,

N. Scheler. The structure of the "value relation" and the mechanisms of formation of this quality were investigated by I. Behr L. Bozhovich, A. Zdravomislov, A. Kononko, A. Samsin. In their opinion, the value attitude is reflected in the worldview, beliefs, reflexive personality traits. It is a conscious component of the personality structure and contributes to the creative development of the world. A. Kochergin, Yu. Markov, M. Vasiliev, N. Ignatovskaya, T. Baranova believe that it is possible to cultivate a value attitude to nature provided that the person is involved in such a transformative activity, which, in addition, optimizes the relationship between man and nature. The question of values, ecological thinking, formation of environmentally conscious personality did not remain without attention of psychological and pedagogical research scientists (F. Gainullov, A. Dugin, S. Maslennikov, O. Linenko, G. Paputkov, O. Perfilov, L. Pistunov, E. Samarin, R. Turchaev).

V. Boreyko identifies such values as:

– aesthetic value: the beauty of wildlife is its highest and most beautiful gift;

– ethical value: nature is the source of our love, respect, and humility and kindness;

– symbolic value: nature is an Arsenal of code images, containing many symbols to convey different meanings through metaphor, analogy and abstraction;

– spiritual value: nature is valuable as a place to reconnect with the creative power of nature, the innate values of the Earth, to find ecological wisdom, peace and spirituality, mother in nature of his companion, to trust her secrets, to share experiences, thus achieving a sense of intimacy and unity;

– scientific value: nature is a resource for research, a field laboratory for both basic and applied scientific research. People enjoy watching and studying nature;

– educational value: nature fosters in us a sense of responsibility, self-awareness, patience;

– educational value: there is a huge educational value hidden in nature, thanks to which a person receives information about his place in the world and his role in it. Nature sharpens our perception, stimulates imagination, develops mental and artistic abilities;

– ecological value: it is believed that only the areas of wildlife that remain are able to provide ecological balance on Earth, that is, to compensate for the anthropogenic transformation of ecosystems;

– the value of inspiration: nature, especially the wild, is a catalyst for thoughts and feelings.

Under the influence of values and ideals of the person its motivation is formed, which encourages activity, perseverance, interest in solving problems.

A well-known component of ecological culture is knowledge. Knowledge is a special form of spiritual assimilation of the results of knowledge, the process of reflection of reality, which is characterized by the realization of their truth. Knowledge is expressed in concepts, judgments, conclusions, concepts and theories.

Ecological knowledge has a significant impact on people's worldview, as it provides for the knowledge of the processes of nature in their integrity. An essential feature of environmental knowledge is that it not only reflects the present, but also looks to the future, giving a certain orientation to the actions of people in the use of natural resources for the development of society.

The knowledge that can be applied in the decision-making process relating to the environment is the most valuable. A. Yanitsky argues that "the sum of environmental knowledge does not automatically lead to environmentally competent behavior of the individual."

The researcher identifies several stages of influence of ecological knowledge on the processes of interaction between man and the environment:

– stage of influence of ecological knowledge-expansion of sphere of ecological researches, strengthening of interdisciplinary communications – comprehension of the nature as the highest value, application of ecological knowledge in practice;

– stage of interaction of ecological knowledge with different spheres of human consciousness – understanding of social and cultural significance of nature;

– the synthesis stage is achieved by the commonality of methodologies of different scientific directions and there is a need for their organic synthesis.

The main features of environmental knowledge are systematic, awareness, meaningfulness. Ecological knowledge is complex, because the subject of ecology is the interaction of social, technical and natural Sciences.

Basic components of ecological knowledge in the process of formation of ecological culture of ecologists are modern ideas about biosphere and its structural units; ecosystems, their biotic structure, genetic types, principles of classification; living matter and its role in biosphere processes; regularities of circulation of substances, energy and information; system "person-society-biosphere-space"; main types of anthropogenic impact on environmental components and their negative consequences; main global, state and regional ecological problems and ways of their solution; economic, legislative and regulatory-legal principles of rational nature management; fundamentals of state and regional environmental policy [Zashchirinskaya, Turchaninov, 2017].

For us, the point of view of L. Lukyanova is important, according to which environmental knowledge should be fed in a system, in a certain order and constitute the unity of all elements that are closely related and mutually dependent on each other. Thus, a systematic approach in the educational process for the formation of ecological culture of future specialist acts as a specific scientific methodology of knowledge. Students must acquire a knowledge system that is the essence of environmentally literate activities in the natural environment.

The theoretical level of formation of ecological knowledge consists in mastering of essential characteristics, ecological concepts, processes, regularities, laws, theories, revealing their connections. A form of expression of ecological knowledge at the theoretical level is the ability to operate with ecological concepts of the highest level. At the empirical level, students learn to conduct observations of environmental objects and record the results of research, experiments, comparisons, comparisons. There is a formation of skills to establish causal relationships between individual phenomena.

We share the point of view of A. Matviychuk, according to which environmental knowledge in its content has an interdisciplinary character, within which "there is a transformation of ideological and moral guidelines of the worldview, and the organization of human activity attitude to the world."

For our research, the position of O. Prikhodko is important, according to which the established scheme: "knowledge – skill – skills" is transformed into the scheme: "attitude to nature – knowledge about nature, the place of the object studied in nature-the ability to explore nature-the skills of environmentally significant behavior" [Sokolova, 2012]. Thus, the scope, content and structure of environmental education constitute a single systemic whole, considering all local features and aimed at unconditional internalization by each student, especially in behavioral and moral aspects.

Theoretical ecological knowledge according to didactics perform epistemological function, which is to reveal the essence of the processes and phenomena occurring in the environment and methodological function, the main purpose is to explain the empirical generalizations and laws, systematization of knowledge.

Features of formation of ecological knowledge of students first depend on the organization of educational process, the content of educational material of disciplines, use of various organizational forms and methods of training.

In the conditions of the educational process, environmental knowledge is formed during lectures, practical, seminars and laboratory sessions, as well as educational field practices of students.

Operational and activity component of ecological culture

In addition to the acquisition of environmental knowledge the development of intellectual, practical and study skills is important in shaping ecological culture of ecologist. Intellectual skills – the ability of a person to think ecologically with the use of analysis, synthesis, abstraction, scientific forecasting. With the help of intellectual skill, research skills are developed that are useful for making appropriate environmental decisions. Practical skills enable a person to assess the state of nature in an environmentally competent manner and, if necessary, to take measures to protect the constituent parts of ecosystems. General educational skills contribute to improving environmental literacy and environmental competence of the individual.

The individual acquires environmental knowledge and skills through the educational system.

Ecological knowledge is embodied in a special kind of human activity – ecological activity, that is, a kind of human activity, when in the process of forming its goals are taken into account not only the immediate interests of man, but also their coordination with the general requirements of maintaining the foundations of a stable biological existence of society.

The task of ecological culture is the formation of attitudes to environmentally competent behavior, which is associated with the education of such environmental needs as:

– consideration of nature as an intransitive value of human communication;

– communication with nature, enjoying its beauty;

– cognition of nature.

A. Lyovochkina argues that the way to environmentally competent behavior is through incentives and motives that encourage care about the environment. Environmental activities should be formed at all social levels of interaction between man and nature:

– "individual personality – nature";

– "small group – nature";

– "big group – nature";

– "human society as a whole is nature."

A person with developed knowledge, values, motivation constantly strives to embody them in activities and behavior. Behavior is a system of interrelated reactions and actions on a person in interaction with the environment. Activity is a way of being a person in the world, its ability to make changes. Behavior and activity on the environment is a reflection of the formation of a system of environmental values in the person, manifested in the environmental features of consciousness.

The researchers identify the following stages of development of human activity in the natural environment:

– nature-like human activity – the period of appropriation of the finished products of nature, when man acted in its external manifestations, like any other living creature;

– natural human activity – the period when, as a result of the accumulation of knowledge about nature, a person goes to the adaptation of the natural environment to their needs and reproduces the necessary components of nature, coordinating their needs with the known requirements of nature;

– "unnatural" (industrial) human activity – the period when man tries to conquer nature, proclaiming himself its "king";

– new natural environment (post-industrial) – the period when the main purpose of production becomes information in a broad sense, when individual machines are replaced by systems of machines, and when there are real prerequisites for overcoming the global environmental crisis and preventing environmental catastrophe.

An important role in the formation of ecological culture of the environmental technicians is the readiness to make decisions on environmentally competent activities in the environment and awareness of responsibility for their own actions in nature. Environmental responsibility is the awareness of the need to take on specific obligations for the harmonization of relations with the environment and the ability to predict the consequences of their own activities, which combines such categories as responsiveness, care, rationality, expediency, humanism and performs the function of regulating the relationship of man with the social environment of life.

N. Grammatik identifies the following components in the structure of environmental responsibility: emotional – includes the desire for a positive emotional attitude in relations with the environment; cognitive – due to the need to realize their role in the conservation of nature, as much as possible to learn about the responsible attitude to it, to arm the necessary environmental knowledge; dynamic – aimed at mastering the skills [Poletaeva, 2013].

L. Bilyk notes that environmental responsibility combines professional activity with spirituality, morality and an active environmental position. One of the directions of educational influence on students is the translation of global problems of ecological catastrophe into the local personal (individual) plane [Sokolova, 2012].

Personal component of ecological culture

Ecological consciousness develops based on people's knowledge of the laws that ensure the integrity of nature. It will carry out only then a positive impact on the way of human action, if it covers not only the mental, but also the emotional sphere of his psyche.

We agree with the view that environmental consciousness is primarily formed by stimulating environmental thinking. The individual determines his place and role in the environment, looks for directions of activity in this environment and ways of its realization. The categories of ecological thinking include such categories as "one's own – another's", "useful – harmful", "conscious-unconscious", "economical-costly" and others. The development of environmental thinking will become more effective if it is based on modern scientific knowledge and theoretical concepts. It is important to note the role of environmental education in the formation of environmental thinking of the individual in the context of sustainable development.

Therefore, ecological thinking is the main structural component of ecological consciousness, but ecological consciousness includes other mental processes. G. Akopov and A. Chardymov allocate the following components of environmental consciousness:

– ecological attention, which is closely related to environmental perception (sensation, perception) and environmental thinking (imagination, speech);

– ecological memory, which in turn is associated with ecological affect (emotions, feelings) and ecological will (motivation, action) [Poletaeva, 2013].

The above-mentioned scientists have also proposed a functional structure of ecological consciousness, which can be represented as follows:

– environmental goal setting;
– ecological knowledge;
– environmental planning;
– environmental programming;
– environmental forecasting;
– environmental attitude;

– environmental awareness;
– environmental assessment;
– environmental self-assessment;
– environmental control.

The modern ecocentric worldview is characterized by the following features:

– the highest value is the harmonious development of man and nature;
– the purpose of interaction with nature is the maximum satisfaction of human needs and the natural environment;
– the nature of interaction with nature is determined by the "ecological imperative: only that which does not destroy the ecological balance is allowed;
– the natural world is perceived as an equal subject of interaction with man;
– ethical norms apply to the interaction of people and the natural world;
– the development of man and nature is understood as a process of coevolution;
– environmental activities are driven by the need to preserve nature for its sake.

The ideas of ecocentrism were developed and justified by V. Vernadsky, who first spoke about the noosphere – a single system of "humanity-nature", formed under the influence of the human mind and conscious actions of society, one of the first to realize the enormous transformative influence of human activity on the outer shells of the Earth and the interdependence of all forms of life. He argued that under the influence of the development of science and knowledge, the biosphere should become a noosphere, that is, the sphere of the mind, where the laws of wisdom and harmony prevail.

Conclusion

Thus, the role of excursions to nature, during which students through emotions can feel the beauty of nature, its uniqueness is obvious. An integral element of the motivational component is educational motivation. Educational motives as a system of relations to various aspects of the educational process includes various aspects of environmental needs, interests, social attitudes that interact with each other. They act as ways to achieve the goal, the activation of cognitive activity of the individual in the process of studying courses of environmental orientation, contributing to the design of its life positions, respectively, to universal, including environmental values. Under the influence of motives effective-volitional manifestations of personality and behavioral form of attitude to nature as a value are formed. The purpose of modern professional education is to adequately prepare environmental technicians to carry out rational activities aimed at protecting and improving the state of the natural environment, preventing civilizational threats and solving global environmental problems associated with human activities.

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Обеспечение непрерывности обучения устойчивому развитию

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Аннотация

В статье говорится о том, что необходимыми составляющими профессиональной деятельности техников по охране окружающей среды являются поиск гармонии в мире природы и понимание собственной позиции в отношениях с ней. В школьном возрасте особенно выражено эстетическое, «созерцательное» восприятие природы, отношение к которой носит объектный характер. Взаимодействие с миром природы осуществляется на основе овладения методами эстетического развития, а именно на основе проявления

чувственной и эстетической восприимчивости к природным явлениям и объектам, индивидуальной семантической оценки их жизненных состояний; эмоциональной отзывчивости в ситуациях общения с ними и, наконец, умения находить культурные формы сохранения и выражения своих впечатлений от этих предметов (в рисунках, стихах, фотографиях, музыке). Поэтому целесообразно отметить роль экскурсий на природу, во время которых учащиеся посредством эмоций могут почувствовать красоту природы, ее уникальность, происходит формирование ответственного отношения к природе и развитие экологически грамотного поведения. Необходимо акцентировать внимание на том, что подростковый возраст связан с формированием таких личностных качеств, как ответственность, настойчивость, бережливость, доброжелательность, самокритика, готовность выполнять самые разные задачи, которые обеспечивают гармоничное взаимодействие с природой и формирование экологической культуры. Целью современного профессионального образования является адекватная подготовка техников по охране окружающей среды для осуществления рациональных действий, направленных на защиту и улучшение состояния природной среды, предотвращение угроз цивилизации и решение глобальных экологических проблем, связанных с деятельностью человека.

Для цитирования в научных исследованиях

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Ключевые слова

Развитие, обучение, структура, формирование, динамика.

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